



2023-2024

Our Vision Statement

At Southglade Primary School we believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination. Art enables children in younger years to develop their fine motor skills, the opportunity to experiment and make mistakes. As they move through the school, art develops those motor skills and it allows children to experiment with their emotions.

Introduction

At Southglade Primary and Nursery School we are committed to providing all children with learning opportunities to take part in Art and Design. This policy sets out a framework within which teaching and non-teaching staff can work, and give guidance on planning, teaching and assessment.

Aims

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Curriculum Organisation

The curriculum that we follow is based on guidance given in the new revised National Curriculum. We teach our foundation subjects in half-termly curriculum drivers.

All year groups will teach 2 art drivers during the year. Art will also be linked to other topics where appropriate. Other art skills will be taught during themed days and an annual art week.

Planning

In Key Stage 1 and 2 work is planned to match the National Curriculum guidelines; teachers use the Art skills progression ladder to plan their work. Roadmaps and Teacher CPD sheets for curriculum drivers also support and inform the planning process. Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression.

Driver lessons are planned by the Arts lead informed by the progression skills ladder and incorporate other resources to give the children a wide range of experiences. This is subsequently recorded in the class teacher's medium term and weekly planning. Every driver has a knowledge organiser and a Teacher CPD page and weekly smart Notebooks are created for each lesson. These are stored on the school's shared drive (Sharepoint) to allow the Art Lead to access these with ease.

The progression skills ladders are designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. It will allow them to build upon previous skills and to develop a deeper understanding of art and design skills and techniques. Their appreciation and evaluation of the work of other artists and each other's work will also be encouraged as their experience grows.

In Foundation Stage children work within the area of learning Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage. In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development.

Differentiation this will be mainly by outcome. Where differentiation is by task it will be based on the children's ability to handle concepts of colour, line, tone, pattern, texture, shape, form or space. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator, and class teachers) to ensure that all our children have appropriate access to art, including provision of special resources or equipment where necessary or possible.

Teaching and Learning

At Southglade Primary and Nursery School, we believe in an education for all. The Art curriculum is taught through a range of teaching and learning styles to enable all pupils to become engaged and inspired artists.

All pupils have an art book which is used as a record of their work and ideas they may also have a folder with supplementary work, this book lasts two years.

We believe our pupils learn best in art when:

- They have access to the work of different artists.
- They are taught skills in different art areas with a wide variety of different mediums.
- They can develop and practice new skills and modify and extend these.
- They have the opportunity to peer assess each other's work.
- They are provided with opportunities to work independently or collaboratively on work.
- They are able to choose how to demonstrate their knowledge and skills
- Through a project either independently or within a small group.
- They have the opportunity go on visits to art galleries and museums where they can be enriched by art work.
- They have an opportunity to work with an artist who visit the school to inspire, teach skills and show the aspects of what the job of artist is.

Pupils are taught within the whole class, regardless of ability or SEND. Teachers use the skills ladders to plan appropriate activities for children on alternative curriculums and by matching the challenge of the task to the ability of the child.

Assessment and feedback

Pupils will be encouraged to assess their own work through discussion with the teacher and peers. Because of the personal nature of art it is important that pupils feel confident to experiment and express themselves. Therefore, our response to the work must be positive and encourage the children to think about how they can progress or improve their work. Children's work in art is not marked but displays of work demonstrate achievement of success criteria and also teachers give verbally feedback. Art books are used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic.

Monitoring

Monitoring is the responsibility of Art lead. Monitoring of art includes; learning walks, book looks, environment looks, teacher planning, pupil voice, collecting samples of work and staff voice. Work is reviewed following a curriculum driver by the art co-ordinator and they will compile evidence of each year group's work.

In Foundation Stage Children's Expressive Arts and Design is assessed at the beginning, middle and end of the school year within termly teacher assessment/reviews.

*This should be read in conjunction with the Curriculum Policy.